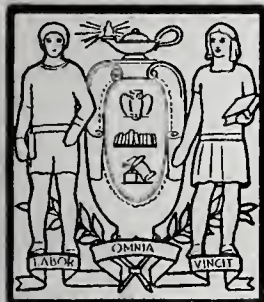
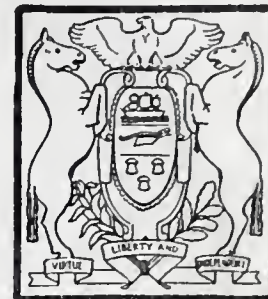


# PUBLIC EDUCATION BULLETIN



PUBLISHED MONTHLY BY THE DEPARTMENT OF PUBLIC INSTRUCTION, COMMONWEALTH OF PENNSYLVANIA, AT HARRISBURG, FOR INFORMATION OF BOARDS OF SCHOOL DIRECTORS, ADMINISTRATIVE OFFICERS OF THE PUBLIC SCHOOLS AND OF STATE INSTITUTIONS OF HIGHER LEARNING, AND INTERESTED CITIZENS, IN ACCORDANCE WITH SECTION 2904D OF THE SCHOOL LAWS



VOLUME I

DECEMBER, 1933—JANUARY, 1934

NUMBER 4

## 33,000 In Civil Service Tests

The greatest emergency assignment ever given the Department of Public Instruction was contained in the Pennsylvania Liquor Control Act signed by Governor Pinchot on November 29. The act provided that the Department conduct competitive examinations for positions under the newly created Liquor Control Board and its system of State Liquor Stores. The intent of the act was to conduct civil service type examinations, with appointments being extended to individuals ranking highest in the examinations, without regard to race, creed, or political affiliation.

This immense task presented a great challenge to the Department. With little forewarning and preparation before the bill was signed, practically the entire staff was brought into the work in the two weeks and two days between the signing of the act and the giving of the tests, which took place in forty-nine high school buildings in thirty-six cities on December 16. Many unemployed teachers, clerks, and other helpers were called in by the Department to help prepare and handle the unusual project.

Two days after the act was signed the Department was ready to distribute application blanks and information circulars describing the thirty different types of positions set up by the Liquor Control Board. Qualifications for each position had been approved by the Board. It was with difficulty that the Department was able to keep up with the demand for application blanks. More than 140,000 were distributed in five working days. Post mark prior to midnight of Thursday, December 7, was the deadline for receipt of applications, and more than 57,000 were received on time. Thousands of others arrived later but had to be disqualified. A staff of more than ninety examiners, including a score of unemployed teachers, by Sunday noon had completed examination of the applications for approval or rejection. Those accepted totaled more than 35,000. Approximately 33,000 presented themselves for examination.

### Thousands "Took a Chance"

Approximately 23,000 applicants were rejected. Most rejections were on the basis of insufficient experience suited to the type of position for which application was made, and lack of educational preparation for the type of position desired. In spite of the fact that Liquor Control Board requirements for each position were clearly defined in an information circular, thousands of applicants "took a chance" that their lack of experience

(Continued on Page 6, Column 1)

## THE NEW YEAR

Another year closes with its record of disappointments and successes. The New Year looms ahead with its challenges to greater effort and its hopes for new achievements. We should be profoundly grateful that public education in Pennsylvania as a whole has suffered no serious reverse this past year. The New Year holds forth the promise of a beginning, at least, of better things for all who are concerned with the maintenance of a thorough and efficient system of public schools for all the children of the Commonwealth.

The measure of our success as teachers and administrators has been the degree of our cooperative effort. We shall go forward in 1934 to higher levels of achievement in the service of the children according as we perfect the technique and strengthen the spirit of our cooperation.

The year of trial through which we have just passed has also been a year of testing—a testing of our educational machinery and of our individual qualities of patience, poise, and perseverance. We have discovered points of strength and points of weakness.

The hope and the promise of the New Year lie in the opportunities that will be ours to bring the schools through this centennial year not lessened but increased in their power and usefulness in the service of the childhood of our great State.

For your helpfulness in the difficult days that are now happily past, the members of the Department of Public Instruction join me in this sincere word of appreciation. We look forward with renewed hope and fresh zeal to a new year of cooperative effort with you in maintaining and strengthening the State's first line of offense for a better Pennsylvania for all—the public schools.

JAMES N. RULE,  
Superintendent

## 1934 EDUCATION CONGRESS

In response to many requests, arrangements have been completed to hold the 1934 Pennsylvania Education Congress a month earlier than the usual American Education Week date in November. Through the courtesy of officers of the Central Pennsylvania Convention District of the P.S.E.A. by moving their meeting to October 4 and 5 the dates of Wednesday and Thursday, October 10 and 11, have been made available for the 1934 Congress. No other educational gatherings are scheduled in Pennsylvania for this week in October.

## Emergency Fund Is Approved

"School districts where teachers have gone for many months without salary payments, and where boys and girls have been barred from high school because of non-resident tuition difficulties, will be the first to benefit from the \$5,000,000 special aid fund voted by the recent special session of the General Assembly for financially distressed school districts, when the bill is signed by Governor Pinchot." (The measure was signed by the Governor on January 19).

This statement was made by State Superintendent James N. Rule in his address at the opening session of the House of Delegates at the December convention of the State Education Association in Philadelphia. He urged a "square deal" for pupils, teachers and taxpayers, and predicted that the teacher salary reduction arrangement for the 1933-35 biennium would not be continued after July 1, 1935.

The special aid fund must be distributed over the remainder of this school year and all of next year, and assistance is to be given only to financially distressed school districts, he said. Naturally, first call on the fund will be for those districts where financial distress is due entirely to economic conditions, districts where it is impossible for directors to maintain a minimum schedule without outside aid. In some districts there is evidence of mismanagement of school funds, with direct loss to pupils, teachers, and the educational program. Requests from such districts must undergo rigid investigation before special aid can be granted.

### Aid Teachers and Pupils

Districts where teachers' salaries remain unpaid can look forward to salaries being paid so far as possible within the limits of the fund, and immediate efforts are to be made to get back in school all high school pupils kept out through inability of their districts to pay non-resident tuition.

At the opening of the present school year in September a Department survey indicated unpaid salaries and tuition bills totaled approximately \$4,000,000, a figure that by this time might well have passed the total amount of the special aid appropriation. Superintendent Rule is the administrator of the special aid fund, and to obtain aid each financially distressed district must submit a petition on a special form supplied by the State Department of Public Instruction.

Every effort is to be made to keep all schools open at least for the minimum term this year, and still save enough of the special fund to carry them through next year. Unless tax collections are greatly improved

(Continued on Page 6, Column 3)



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1933, at the Post Office at Harrisburg,  
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1912JAMES N. RULE, *Superintendent of Public In-*  
*struction; Chairman of the State Council*  
*of Education and of the Board of Presi-*  
*dents of State Teachers Colleges*WILLIAM M. DENISON, *Director, Bureau of*  
*Professional Licensing; School Law*  
*(First Deputy Superintendent)*DORR E. CROSLY, *Director, Bureau of School*  
*Administration and Finance*WILLIAM H. BRISTOW, *Director, Bureau of*  
*Education*F. STEWARD HARTMAN, *Executive Assistant*DONALD M. CRESSWELL, *Editor*

Vol. 1 Dec., 1933-Jan., 1934 No. 4

All material herein is released to the press upon receipt

## THE NATION'S SCHOOLS

*Responsibilities increased; Resources de-*  
*creased; Services reduced; Inequalities con-*  
*tinued.*

In these eight words the current educa-  
tional situation of the United States is sum-  
marized in a recently issued research bulle-  
tin of the National Education Association.  
J. W. Crabtree, Secretary of the N. E. A.  
says in the foreword of this publication,  
"Current Conditions in the Nation's Schools."

"By every possible means the people of  
the United States must be awakened to the  
national danger involved in the undermining  
of education and must insist that their repre-  
sentatives in boards of education, state legis-  
latures, and the Congress of the United  
States take appropriate action to restore to  
American children those educational rights  
which have lately been unwisely and un-  
fairly denied."

The following excerpts from a bulletin  
called "The Deepening Crisis in Education,"  
Leaflet No. 44, prepared by the United States  
Office of Education, tell something of the  
situation:

"The Depression reached our schools later  
than it did industry, trade, and agriculture.  
It is causing greatest havoc in the schools  
after recovery has been inaugurated in other  
departments of our national life. Here are  
some casualties of the crisis in education:

"One hundred thousand more children are  
this year denied all educational opportunities  
because of closing schools.

"Shortened school terms will put at least  
a million other children on learning rations  
close to the level of mental starvation.

"One of every two cities has been com-  
pelled to drop some important school service.

"One of every three teachers must work  
this year for less than the 'blanket code'  
minimum for unskilled labor.

"Twenty-five thousand teachers have been  
dropped, while a million more pupils have  
come into the schools.

"Two hundred thousand certificated  
teachers are unemployed.

"Two hundred and fifty-nine school dis-  
tricts in 29 States have been compelled to  
default on bonds.

"The number of pupils per teacher is being  
increased—in 5 States there are on the aver-  
age more than 40 pupils per teacher."

The leaflet on the "Deepening Crisis" also  
points out that more than 1,650,000 children,  
6 to 13 years old, are not in school in nor-  
mal years and that due to economic condi-  
tions school terms are shortened, teachers  
salaries are going lower, various school ser-  
vices are curtailed, there are more children  
and less money, there are fewer teachers,  
and many school districts have had to de-  
fault on their indebtedness.

Schools lack funds because of top-heavy  
mortgages, tax delinquencies, tax limitations,  
closed banks, lower assessments, and differ-  
ences in wealth.

All this indicates that immediate attention  
should be given to serious consideration of  
Federal aid to the schools of the Nation. In  
Pennsylvania it is hoped that the immediate  
emergency is to be met through a special  
aid fund of \$5,000,000, but it is entirely pos-  
sible that even this will not guarantee keep-  
ing schools open for the next year and a  
half. A special National Advisory Com-  
mittee on Federal Aid in Education has been  
working for several months on this problem  
of Federal aid. Its final recommendations  
should receive the full consideration and  
support of every citizen. As pointed out  
by the Honorable Harold L. Ickes, United  
States Secretary of the Interior:

"There never was a time in the history of  
America when education was so vital to us  
as a nation and so essential to us as citizens."

## CIVIL SERVICE

Pennsylvania has passed through the ini-  
tial stages of its first civil service experi-  
ence. In it the Department of Public In-  
struction has taken an important part  
through conducting competitive examina-  
tions for approximately 33,000 applicants by  
specific request of the General Assembly.

Splendid cooperation was given by public  
school and university people in holding and  
scoring the examinations. They fully demon-  
strated flexibility of organization in doing  
their share with a high degree of efficiency.

Following these examinations the Depart-  
ment not only certified for State positions  
names of those who ranked highest in ex-  
aminations, but publicly announced the job  
winners who were selected entirely on in-  
dividual merit shown in uniform tests.

To perfect plans for testing this large  
group and have such plans mature in little  
more than two weeks after the bill was  
signed, was a task which taxed to the fullest  
extent the ingenuity and emergency facilities  
of the entire Department. This project may  
prove to be the first step in the eventual  
adoption of a desirable civil service for all  
State government positions.

## CONGRATULATIONS!

PUBLIC EDUCATION extends sincere con-  
gratulations and best wishes to Dr. Carmon  
Ross upon his elevation to the presidency of  
the Pennsylvania State Education Associa-  
tion. Selection of the supervising principal  
of the Doylestown public schools to this im-  
portant post came at a convention of the  
association which contributed much in the  
advancement of education at a critical time.  
Dr. Ross brings to this important office the  
benefit of years of personal productive study  
and research in public education. His ability  
has won him distinction. In this 100th anni-  
versary year for free public schools much  
can and will be accomplished by and for  
the association under the leadership of the  
new president.

## DELAYED PUBLICATION

Because of the demands made upon  
the Department of Public Instruction  
in conducting competitive examina-  
tions for positions under the State  
Liquor Control Board, it was found  
impossible to publish the December  
issue of "Public Education Bulletin."  
Therefore, the December, 1933, issue  
has been combined with that for  
January, 1934, and given the serial  
No. 4.

## Education Calendar

1933

## December

27-29—P. S. E. A. Convention, Philadelphia.

1934

## January

12—Regional School Nursing Conference,  
Wilkes-Barre.19—Regional School Nursing Conference,  
Pittsburgh.26—Regional School Nursing Conference,  
Harrisburg.

27-29—Child Labor Day.

## February

2—Regional School Nursing Conference,  
Coatesville.6—Secretaries of School Boards, Harris-  
burg.7, 8—Pa. State School Directors' Assn.,  
Harrisburg.9—Regional School Nursing Conference,  
Mount Carmel.11-17—Fiftieth Anniversary, Temple Univer-  
sity, Philadelphia.16—Regional School Nursing Conference,  
Williamsport.23—Regional School Nursing Conference,  
New Castle.21-24—Pa. Conference of Social Welfare,  
Lancaster.24—March 1—Department of Superintend-  
ence, N.E.A., Cleveland, Ohio.March 9, 10—Northeastern Convention Dis-  
trict, P.S.E.A., Stroudsburg.March 14-17—Southeastern Convention Dis-  
trict and Schoolmen's Week, University of  
Pennsylvania.April 1-7—Pennsylvania Education Week,  
100th Anniversary of Free Public Schools.April 6, 7—Southern Convention District, P.  
S.E.A., Carlisle.April 27-28—Pa. Forensic and Music League,  
Seventh Annual Final State Contests,  
Johnstown.June 30-July 6—N.E.A. Convention, Wash-  
ington, D. C.July 31-Aug. 1-2—Pa. State College Su-  
perintendent's Conference, State College.

Oct. 10-11—Education Congress.

## WINS IMPORTANT POST

THE BULLETIN congratulates Mr. Paul L.  
Cressman on his advancement to the posi-  
tion as Assistant Superintendent of Public  
Instruction in the State of Michigan, where  
he begins his duties on January 16. Mr.  
Cressman has been with the Department  
for more than nine years, recently in the  
capacity of Supervisor of Industrial and  
Continuation Schools. In Michigan he suc-  
ceeds Mr. Lindley H. Dennis who has be-  
come Executive Secretary of the American  
Vocational Association, Washington, D. C.



# Urge Federal Aid for Nation's Schools

At a meeting of the Federal Advisory Committee on Emergency Aid in Education held in Washington on January 6 recommendations were made for Federal aid to public schools through allocation from funds already included in general emergency appropriations.

School men and women of Pennsylvania and others interested in public education should give these recommendations serious consideration and call them to the attention of their respective Congressmen at the earliest possible moment.

It was recommended that a Federal appropriation of \$50,000,000 be allocated for keeping elementary and secondary schools of the nation in operation during the remainder of the current school year;

That \$100,000,000 be allocated for the school year 1934-35;

A third recommendation would provide \$30,000,000 to assist students to attend institutions of higher learning from now until July 1, 1935;

Another suggestion was that "out of any new appropriations made for public works not less than 10 per cent be allocated for buildings for schools, colleges and other educational enterprises."

These and other sweeping recommendations will be presented to President Roosevelt and to Congress by a new legislative committee of the advisory body which is studying the proposed program.

Other recommendations made by the group in the interest of education included the request that local funds, such as delinquent taxes and municipal money tied up in closed banks, be released for school maintenance by providing Federal loans to school districts, municipalities or county corporations on the security of their frozen assets.

## Report to Zook

The committee of which Dr. James N. Rule, Pennsylvania State Superintendent of Public Instruction, was chairman, was called by Dr. George F. Zook, United States Commissioner of Education, and was composed principally of representatives of national organizations interested in education and in keeping the schools open during the present crisis. The report carrying the recommendations was made to Dr. Zook, who asked the representatives to continue in an advisory capacity.

At the close of the Washington meeting, which was held at the Brookings Institution, an independent committee was formed to draft details of the proposed legislation. Dr. James H. Richmond, State Superintendent of Public Instruction in Kentucky, was named chairman of the Legislative Committee.

The committee, in its final report, attacked the educational crisis and framed its recommendations in six steps.

## Six Steps Outlined

In step No. 1 its report asserted that the emergency problem of keeping elementary and secondary schools open on as nearly normal a basis as possible during the current academic year "should be met by a Federal appropriation of \$50,000,000 to be allocated according to emergency needs in the several States." This sum, the committee suggested, could be provided in one of two ways by a special provision in the relief act or, less preferably, by a separate Federal appropriation.

"In either case," the committee asserted, "such appropriation shall be administered preferably by a board of which the United

## What You Can Do

*(The following material is taken from a leaflet issued by the National Committee for Federal Emergency Aid for Education)*

### Aid for Education

If you are interested in having the Federal Government help children to get a fair deal in the present crisis.

1. Write at once to the President and to your Congressmen urging prompt passage of Federal emergency aid for education.

2. Have your local and state organizations call upon the President and Congress by resolution and petition to take immediate steps to help meet the crisis in education.

3. Write to the National Committee for Federal Emergency Aid for Education, Powhatan Hotel, Washington, D. C., for specially prepared materials on this problem for local newspapers, radio and platform addresses, and group study meetings.

*The time is ripe for prompt and vigorous action. The degree of success in this vital matter depends upon how quickly and forcibly the friends of education throughout the nation ACT.*

States Commissioner of Education shall be chairman and executive officer." This fund would be distributed as a "grant."

In step No. 2, the Advisory Committee considered the inability of many communities to maintain their schools adequately during the fiscal year 1934-35. To aid them, it recommended "a Federal emergency appropriation or allocation of not less than \$100,000,000," to become available beginning July 1. This sum would be distributed "in an objective manner, determined by a board of which the United States Commissioner of Education shall be chairman and executive officer, and based upon reasonable evidence of needs and resources," the committee's report asserted. This fund also would be a "grant."

### Vital Services

In step No. 3, the committee considered the necessary elimination of many of the "vital services" from the educational systems of States and communities. These services, such as medical examination of pupils, "cannot be restored within a reasonable time without Federal aid," the committee contended, and it accordingly recommended "that a substantial sum be distributed from the Federal Treasury to various States to assist them in meeting this phase of the emergency." And this aid would be a "grant."

In step No. 4, the Advisory Committee dealt with the release of local funds for school maintenance. It recommended: "(A) The refinancing of school district indebtedness or such municipal or county indebtedness as may have been incurred in behalf of schools," and (B) "providing Federal loans to school districts or to municipal or county corporations, where (in the case of the latter) the loan is to be used for educational purposes; provided that in both instances the loan shall rest on the security of delinquent taxes, frozen assets in closed banks, or other acceptable securities."

### Asks PWA Funds

In step No. 5, the committee dealt with school construction, recommending that "out

of any new appropriations for public works, not less than 10 per cent should be allocated for buildings for schools, colleges, and other educational enterprises."

"Such grants shall be available," the reports asserted, "provided that an approved survey has been made, and that the survey shows the need of the buildings. In cases where such surveys have not already been made, these surveys shall be made under direction of the office of education through a decentralized regional organization. The cost of these surveys shall be charged to the public works appropriation for school plants. We recommend that the grants for such projects be made on a 100 per cent basis. In administering this fund, major attention should be given to the needs of the rural schools."

In the sixth step the committee sought to aid college and university students to attend these institutions. The committee recommended a Federal appropriation of \$30,000,000 for this purpose by special provision in existing acts, or by a separate Federal appropriation. This fund, too, would be administered by the United States Office of Education. Although the report carries no further explanation, it was explained on behalf of the committee that this student-aid fund would be made available in direct loans to the students themselves, or through a program of employment under which the students would be enabled to earn the funds advanced to them. The latter scheme would be, in effect, a "campus civil works program," it was suggested.

## 600 VISIT CAPITOL

Six hundred sophomores from the Altoona high school spent Thursday, January 18 on an educational tour of Harrisburg. They arrived on a special train, assembled at 9 o'clock in the Forum of the Education Building, and in the absence of Superintendent Rule were welcomed by W. H. Bristow, director of the Bureau of Education. They saw the unrivaled electrical display in the Forum, visited the State Library and the State Museum, and the main Capitol Building. They arrived at the State Farm Show at noon and left for home at 4 o'clock. It was the largest single group of high school pupils ever handled at the Education Building. The trip was arranged by the high school principal, Levi Gilbert.

## 100 PER CENT CWA

Every school building in Fulton county is having some kind of improvement work under CWA funds, County Superintendent B. C. Lamberson reports. There are 42 school buildings in the county, and painting, grading, or general improvement work has been completed or started at each one. This is the first county in the State to report 100 per cent CWA cooperation.

## GORGAS ESSAY CONTEST

Opportunity for Pennsylvania school boys and girls to win distinction is presented in the annual Gorgas Essay Contest for the Do-herty prize of \$500 for the best essay dealing with the insect menace. High school principals should watch for announcement material on the 1934 contest from the Gorgas Memorial Institute, and encourage participation by outstanding pupils.



# School Finances Are Explained

What is the actual school tax situation in Pennsylvania?

Within recent years the State's financial contributions for public schools have increased many fold. For the year ending July, 1922, school districts received from the State approximately \$13,000,000. In 1932 the amount was \$32,645,000. The State aid in 1922 was \$8.90 per pupil; in 1932 it exceeded \$19.00 per pupil. During this same period the receipts from local sources increased from \$90,230,000 to \$147,500,000, or from \$62.29 to \$86.10 per pupil. Within recent years at nearly every session of the General Assembly a new item of State school support appears in the appropriation acts. More than forty educational items appear in the appropriation act passed by the 1933 session.

The charge has been made that school costs have increased too rapidly. The facts are: (1) approximately half of the increase in school expenditures for 1930 over those of 1914 can be attributed to differences in the purchasing power of the dollar; (2) more than a fourth of the increase was due to increased attendance and longer terms; (3) other increases can be attributed to enriched curriculums, better trained teachers, better buildings and equipment, increased services such as health instruction, and free transportation.

For the school year ending July, 1932, the total annual expenditure for public schools in Pennsylvania was approximately \$204,500,000. The average annual current expense per pupil was \$86.85 and the other expense, viz., capital outlay and debt service, was \$32.52 per pupil. A comparison of public school expenditures between the years of 1932 and 1929 shows a net decrease in the average annual per pupil cost of approximately \$9.00. Summary statistical tables for 1933 public school expenditures indicate for the State a decrease under the current expenditures of 1932 in excess of \$10,000,000.

Public school expenditures for 1933 indicate a decrease under amounts spent for 1932 and a serious financial problem exists because temporary loans have increased approximately 20 per cent and the accounts payable at the end of the 1933 fiscal year were more than double the amount of such accounts in 1932. Poor school tax collections also make the financial problem more serious. In the thirty-three counties for which complete data have been summarized the amount of school tax collected for the year ending July, 1933, was less than 70 per cent of the tax levied. For all school districts of the State the school tax collected was 82 per cent of the tax levied for the school year ending July, 1932, and for the previous school year the amount collected was 87 per cent of the duplicate.

Current reports indicate that many States are carrying a larger proportion of the cost of education than Pennsylvania. New York State is carrying approximately one-third of the cost of the minimum program of its public schools—Florida, 75%; Texas, 50%; Maryland, 30%; and Pennsylvania, approximately 15%. Relative to Pennsylvania's rank when compared with other States, available studies show that Pennsylvania is high in ability to support education, but relatively low in effort to do so.\* When compared with New

\*Study made by I. A. Rorbach, University of Pittsburgh, 1933.

## NAMES, PLEASE!

The Department desires to add names of all School Board presidents to the mailing list for the Public Education Bulletin. With the completion of December elections, names of new officers are available. County and District Superintendents are requested to make immediate return (if they have not already done so) of the Department form (PIBB-20) sent them in November for names of all School Board members and officers.

School Board secretaries have been on the mailing list since the first issue in September. Any secretaries who have not been receiving copies regularly are requested to notify The Editor, Department of Public Instruction, Harrisburg.

York, New Jersey, Massachusetts, Connecticut, Ohio, Michigan and similar States, Pennsylvania, in respect to total wealth and total income ranks next to New York which heads the list. In respect to the expenditure for education or current expense per pupil in average daily attendance, Pennsylvania is at the bottom of the list.

## State Checks All Certificates Held By Teachers

The type of certificate held by each of the sixty-two thousand teachers teaching in the Commonwealth of Pennsylvania during the school year 1933-34 must be carefully checked in order to ascertain the distribution of school monies payable to each district under the Edmonds Act. More than fifty-five million dollars for the biennium 1933-35 is distributed to the school districts of the State upon the basis of the type of teaching certificate held by these teachers. School boards will receive their appropriation in accordance with the certificates which these teachers hold.

Applications for appropriations which are received in the Department of Public Instruction must include the name of each teacher, the type of certificates held, and the subjects taught. These applications are then carefully checked in the Teacher Division of the Department of Public Instruction against the records of each teacher. When finally approved, the district receives the amount allotted to it under the Edmonds Act.

Great care must be exercised in this checking in order to make certain that each teacher possesses the proper type of certificate for the position held. The Department makes every effort to make sure that no district will lose any of its appropriation because of lack of adequate certification of its teachers.

## SOCIAL STUDY AID

Social studies teachers will find very helpful materials and suggestions for the study of international relations which are made by the National Student Forum on the Paris Pact, 532 Seventeenth Street, N.W., Washington, D. C. Suggestions for activities in the secondary schools, and a description of the program of the National Student Forum will be sent to teachers upon request.

## Legislature Observes Important Anniversaries on Dec. 4

The two hundred fifty-first anniversary of the opening of Pennsylvania's first legislative body at Chester on December 4, 1682, was recognized in the General Assembly on Monday evening, December 4, 1933, when there was read into the journal of both houses letters from State Superintendent James N. Rule addressed to the presiding officer of each house.

"By an interesting coincidence," the letter said, "yesterday, December 3, was also the one hundredth anniversary of the opening of that historic session of the General Assembly which later passed the Free School Act, approved April 1, 1834, abolishing the pauper schools and initiating Pennsylvania's system of free public education for all the children within its borders."

After giving in some detail the names of events and persons who have helped to make the Commonwealth preeminent in industry and commerce, agriculture and the fine arts, the letter concluded with the following statements:

"A vital factor in this advance of Pennsylvania to ever richer and higher levels of achievement has been our system of public schools wherein all the children of the Commonwealth may enjoy, presumably without discrimination, an efficient and thorough education as mandated in the Constitution.

"Free public schools are maintained for but one purpose, and that is to prepare competent, loyal citizens for the Commonwealth during the difficult days that lie ahead. To this high task the teachers and officials of the public schools of the Commonwealth dedicate themselves without reservation."

## Licensing Duties Increased

A new licensing activity added to the jurisdiction of the Department of Public Instruction by the Legislature of 1933 is being put into operation during the first week in January. It is the registration and licensing of approximately 18,000 beauty culture shop owners, operators, beauty culture teachers, students, apprentices, and manicurists.

The beauty culture law becomes effective January 1, 1934, and is an act to promote the public health and safety by providing for examination and registration of those who desire to engage in the occupation of beauty culture. Every beauty culturist, shop and school must be licensed through the Department upon payment of fees set by the act.

This is an additional duty placed upon the Department along with the registration and licensing of school teachers, physicians, public accountants, optometrists, osteopaths, osteopathic surgeons, dentists, undertakers, veterinarians, architects, engineers, nurses, pharmacists, mine inspectors, barbers and real estate agents. Boards and advisory committees cooperate with the Department in these self-supporting licensing activities. They are conducted at no expense to the State and should be encouraged in their endeavor to improve the professions representing more than 125,000 men and women in addition to the 62,000 public school teachers.

## HEALTH INSTRUCTION

Copies of Department Bulletin 29, "Organization of Health Instruction Program for One-Teacher Schools" have been sent to all county superintendents for use of one-room schools and small graded schools under their jurisdiction. Additional copies may be obtained on request.



## School Directors and Secretaries Meet February 6-8

The annual convention of the Association of School Board Secretaries of Pennsylvania is to be held in the Forum of the Education Building in Harrisburg, Tuesday, February 6, and will be followed on Wednesday and Thursday by the annual convention of the Pennsylvania State School Directors' Association. Excellent programs have been prepared for these gatherings.

Governor and Mrs. Pinchot are to hold a reception for secretaries and directors in the Education Building on the evening of February 6.

Dr. Homer P. Rainey, President of Bucknell University, and Dr. George D. Strayer, Teachers College, Columbia University, are to be the principal speakers at the secretaries' convention. Each is to address the morning and afternoon sessions. Dr. Rainey presents "The Fundamental Causes of the Present Crisis in Financing Public Education" at the morning session, and is to give a summarization of the day's program at the afternoon session. Dr. Strayer is to talk on "The Curriculum in Our Rapidly Changing Society" and "State and Federal Support for Public Schools." G. A. Mincemoyer, president of the association, is to preside, and Superintendent Rule will extend greetings at the opening session.

Mrs. Ida E. Wallace, Swissvale, president of the State School Directors' Association, announces that the opening address at the directors' convention in the Forum will be a presentation on "Relations Between School Districts and NRA Requirements," by E. E. Babb, Jr., Boston. John Phillips, president of the Pennsylvania Federation of Labor will tell how labor can help the schools. The Hon. J. Buell Snyder will speak on "Some Needed Adjustments in the Nation's Educational Policy." The Wednesday morning session will close with greetings from Governor Pinchot.

At the afternoon session the Reverend Dr. Henry H. Crane, Scranton, one of the outstanding speakers at the 1933 Education Congress, will speak on "The Five Lamps of Education." The efficiency of school Administration will be discussed by Dr. Ben Graham, Pittsburgh superintendent. The type of program of public instruction demanded by the current situation will be discussed by Dr. George D. Strayer, Teachers College, Columbia University. The annual banquet is to be held at the Penn-Harris Hotel, Wednesday evening.

On Thursday morning Superintendent Rule is to speak on "Pending Educational Problems;" C. Valentine Kirby, of the Department of Public Instruction, will speak on "Art Education: Is it a Fad and Frill?"; and John C. Dight, Deputy Secretary of Internal Affairs, is assigned the topic "The Old Gray Mare." A business session is to follow and will include the report of the special committee on "Further Study of the Larger Unit" and the Question Box by W. M. Denison, Deputy Superintendent of Public Instruction.

### SHOP HAZARDS

A survey is now being conducted in the public schools aimed at the elimination of hazards which are the cause of accidents in school shops. A total of 350 school districts where shop work is taught are participating in a study of industrial school accident injuries covering the current school year. A committee has been named to make a study of school accident injuries.

### 100th ANNIVERSARY BULLETIN

Manuscript for a Departmental Bulletin on "100 years of Free Public Schools in Pennsylvania" is now with the printer and should be ready for distribution in all school districts in the near future. It will contain information and valuable suggestions for assistance of the public and schools of all grades in proper observance of the 100th anniversary of the signing of the free school act during Pennsylvania Education Week, April 1 to 7, 1934. Publication has been delayed, like many other Departmental projects, through the rush attending the recent civil service examinations. It is now being pushed with all possible speed. Distribution will be through county and district superintendents.

## Training Schools Aid Colleges In Preparing Future Teachers

Approximately twenty thousand boys and girls in the elementary schools of the Commonwealth cooperate in the preparation of the future teachers for the public schools. These pupils in the elementary schools, taught by master teachers, form part of a vast cooperative plan by which the prospective teachers in the State Teachers Colleges obtain their student teaching. These children are found in campus schools, in local schools of the community, and in schools located in some instances at distant points.

On the campus of some State Teachers Colleges there is a new finely equipped and well-located training school. The college provides not only thoroughly prepared teachers, but in addition supervisors of superior ability who direct the activities of the training school and the student teachers. In the local schools the cooperative training teachers receive a portion of their salary through the local institution. By this means superior teachers are obtained. The same practice holds in regard to the other schools used for this purpose. By this means the boys and girls of these communities are receiving a superior type of instruction and the young student teachers obtain training in the art and science of good teaching.

### CHEMISTRY INSTRUCTION

In a recent doctorate upon the subject of the Relative Importance of Items of Chemical Information for General Information by Robert P. Wray of Pennsylvania State College, an attempt has been made to determine both the fundamental and functional principles involved in a general education in chemistry. A list of 1550 items was selected from four commonly used chemistry textbooks. This list of items was submitted to various groups, including high school pupils who had one year of chemistry. They were asked to rate the relative frequency of each item in their life activities and the pleasure derived from an understanding of these items. An index number was consequently assigned to each item. Investigation shows that the items of chemistry information have approximately the same importance for all individuals. The suggestion is offered that the beginning chemistry course be adapted in a practical way to the needs of all pupils by building the chemistry curriculum around these items.

## Good Material In Local History

The celebration of the 100th anniversary of the signing of the Free School Act in 1934 offers a splendid opportunity for schools to cooperate with local historical agencies to stimulate interest in the educational history and problems of Pennsylvania, and also in the general history of the Commonwealth.

There are in Pennsylvania 65 local historical societies which are united in an organization called the Pennsylvania Federation of Historical Societies through which the work of those interested in Pennsylvania history is coordinated. There is also a State-wide organization which was organized in April of last year called the Pennsylvania Historical Association. This society is likewise affiliated with the Federation. The Commonwealth of Pennsylvania is officially interested in Pennsylvania history through the State Historical Commission and through the courses of instruction in the schools. Important work is also under way by the State Museum.

Because Pennsylvania has such a varied geography and was settled by diverse racial groups, its history offers many opportunities to illustrate important movements in United States history. For this reason the two should be closely correlated.

We suggest and urge that schools get in touch with the local historical societies or other organizations which may be interested in this field and find out what resources are available to help the program of the school. Local societies may supply speakers, and make historical materials available to the school. An excellent project at this time would be for schools and societies to cooperate in holding an exhibit portraying Pennsylvania's educational history. Teachers and promising secondary school pupils should be encouraged to affiliate themselves with historical groups.

There are many types of historical activities which can be carried on effectively, particularly in the secondary school. One might be a study of local industries which have contributed to the economic development of the community and the State. These studies may unearth the source material which is valuable and which will be indispensable to historians writing the economic history of Pennsylvania. Another excellent project would be a search for historical records of various kinds and a program to take care of these records in the archives of the local historical society, or in some other suitable place. The centenary of the Free School Act this year offers an opportunity for the search of old school records, and a program for preserving them safely.

### LITTLE DIFFICULTY

Return to the schools of approximately 15,000 boys and girls because of NRA codes barring children under 16 from industry has been accomplished in Pennsylvania with a minimum of difficulty. Since the opening of schools in September these children, who otherwise would have been working and attending school only about eight hours a week, are in schools on full time. The ease and efficiency that has accompanied this transition from mills and stores to the classroom is a mark of credit to the teachers and school officials of the districts affected.



## Civil Service Tests

(Concluded from page 1)

or education would somehow be overlooked and they would be admitted to examination. Applications were so numerous that it became necessary, in the weeding-out process, to exercise extreme care on experience and education qualifications.

Examinations given on December 16 were of the type generally used to determine ability of an individual to think quickly and accurately. An intelligence test, properly administered, also is designed to prevent ties in scores, and time limits, as well as increasing difficulty of items, are purposely set to avoid possibility of a perfect score. Final compilation of grades has proved the value of this step. Had an ordinary examination of ten or twenty questions been given 15,000 applicants for one type of position, for example, a thousand or more might easily have been tied with an identical score. The Department's duty was to get 2000 "best men" from the field of 33,000. Most of the examinations contained also at least one type of test directly related to the kind of job for which the examinee was a candidate.

Examination papers obviously could not be released for publication even after completion of the tests, and many misstatements were reported by examinees. The most erroneous of these was that questions in geometry and trigonometry were given truck driver applicants. No arithmetic questions were asked that required more than an eighth grade education, the requirement established by the Liquor Control Board for this particular position. Truck driver applicants were NOT asked to parse sentences!

Department staff members are high in their praise of the efficient and enthusiastic manner in which the public school and college people assisted in conducting the examinations and scoring. A staff member drove to each examination center over ice-covered roads the day before the examinations. Accompanied by a member of the State Police, each carried a set of examination papers for each individual to be examined, contained in separate, sealed envelopes identified only by a number given each examinee on his original application blank. To make identification by name impossible, the name and number were associated at no time until the number indicated sufficiently high ranking of score to receive appointment. When the time came for notification of appointment, the name was obtained from the original application blank, and not before. As soon as high ranking individuals were determined, notification letters or telegrams were sent appointees by the Department of Public Instruction.

### Praise for State Police

Assistance of the Department of State Police was one of the most helpful contributions to the entire project. School and college officials and staff members of the Department of Public Instruction highly praise the efficiency of the State Police members assigned to duty at various stages of the task. They accompanied staff members to the examination centers, guarded buildings during the course of the examinations, assisted in finger-printing all examinees, accompanied Department representatives to scoring centers, and in every way gave that degree of helpfulness which permitted the entire project to move with speed and efficiency from beginning to end. In addition, Major Adams, Superintendent of State

Police, and Major Wilhelm, Deputy Superintendent are daily continuing their cooperation by having finger prints of appointees and eligibles checked thoroughly, and are investigating the former records of all appointees as sworn to in their application blanks so that any who managed to win appointment through false presentation of facts may be weeded out.

The two things most frequently mentioned by staff members upon their return from examination and scoring centers were the help and efficiency of the State Police, and the unusually high type of men and women selected for examination.

On December 23 the Department conducted a special examination in Harrisburg for sixty applicants for positions as director of purchases, district superintendents, and warehouse superintendents.

Only by working day and night for more than three weeks with an enlarged staff was the Department able to complete its work and announce on Christmas Day the names of the director of purchases, six district superintendents, five warehouse superintendents, 240 liquor store managers, 116 assistant managers, and 1002 liquor store clerks, so that the Liquor Control Board would be able to open some of its stores on schedule time, January 2.

Practically all other business of the Department was at a standstill from the time applications started to come in until job winners were announced. There was constant driving at the three stages of the task, preparing for the examinations, conducting the tests and scoring the papers, and certifying the lists of appointees. More than two million pieces of printed matter were produced for the job in two weeks' time. The incidental handling, mailing, inspection, checking, filing, sorting, and various other operations kept everyone constantly on the move to complete the task within the time limit.

### 3000 Scored Papers

The scoring of examination papers was conducted in a most satisfactory manner at the four State aided universities, the University of Pennsylvania, University of Pittsburgh, Temple University, and Pennsylvania State College. Each scored from seven to nine thousand sets of examination papers, recorded grades on cards, and sorted the cards by counties. Nearly 3000 college faculty members, graduates, and students were employed during the period.

Invaluable assistance was given the Department throughout the emergency by a group of faculty members from these institutions, chosen as examiners and organizers of the project, through the courtesy of the presidents of these institutions. Dr. William T. Root assisted by Dr. Walter B. Jones, Mr. Robert E. Iffert and Dr. Omar Held from the University of Pittsburgh joined the Department staff in making general arrangements for the entire project. Dr. Held and Dr. C. A. Whitmer of the University of Pittsburgh, Dr. W. H. Magill and Dr. R. D. Matthews of the University of Pennsylvania, Dr. C. C. Peters and Dr. R. G. Bernreuter of the Pennsylvania State College, and Mr. M. E. Gladfelter and Mr. C. D. Smeltzer of Temple University, had charge of the scoring centers.

According to the liquor control act "The list of eligibles in any district shall be valid only until the next examination is held in such district." Examinations are to be held every six months, the next tests coming in May or June.

## Emergency Aid Voted

(Concluded from page 1)

during 1934-35, there will be greater need for special aid next year than this, because regular State aid will be reduced next year \$5,000,000 under the original estimate for the biennium. State aid this year is being paid in full, making it necessary to charge the entire reduction to the 1934-35 allocations.

In his address on "A Square Deal for Education" Superintendent Rule asked for a square deal for boys and girls, particularly in the rural areas where he urged leadership that will bring about the larger unit of school administration. He described this as a step that eventually would make possible the offering of school programs for rural pupils comparable to those now offered in urban centers. Such organization is necessary to insure wise use of increased State aid that is bound to come in future years, and to guarantee proper accounting of State and local district funds. A square deal for boys and girls of the industrial areas is seen in the eventual adoption of the Federal Child Labor amendment in keeping with provisions set up by the NRA. The day should soon come when children may be removed permanently from the sweat shops and from competition with adult labor and given every possible educational opportunity, he said.

### Important Bills Fail

In urging real estate tax relief, the speaker commented on the graduated income tax bill which was presented at the special session. This bill was killed in Committee because amendments destroyed its purpose to relieve tax on realty and provide more equitable distribution of State aid. The bill was designed to yield approximately \$10,000,000 a year in additional funds for State aid to schools. Amendments were inserted to provide that proceeds were to be distributed on the basis of assessed valuation of districts. The effect would have been to throw the additional funds back to the wealthier districts. This disregards the fact that while a major part of the tax would be paid in the wealthier centers much of this wealth is produced outside of such areas. Such a measure should be designed to bring realty tax relief to districts most in need of assistance, particularly those school districts in the rural areas.

The State Superintendent declared it was unfortunate that the Mason House Bill No. 124, which passed the House, failed of passage in the Senate. It was an act to amend the Child Labor Law by prohibiting the employment in industry of minors under 16 years of age during school hours, by requiring employment certificates for minors 16 to 18 years of age, and by making it unnecessary for a school district to maintain a continuation school for employed minors of the specified ages.

House Bill No. 35 by Mr. Fitzgerald passed first reading but was recommitted on December 12 and was never reported out. It was an act to require and regulate the installation through the Budget Secretary of the Commonwealth, of budget and accounting systems for certain political subdivisions of the Commonwealth, including school districts, who regulate tax levies, appropriations, expenditures contracts, and purchases, and requiring certain reports from such political subdivisions.



## 1600 Teachers For Emergency Work

Pennsylvania's Emergency Education Program, originally planned to give work to 800 unemployed teachers, will be extended to provide jobs for twice that number. Superintendent Rule has asked county chairmen of Emergency Education Committees to submit to the Department of Public Instruction for evaluation and approval plans for increasing the work in all counties. For this purpose and other emergency education activities, a monthly allotment of \$169,000 has been made to Pennsylvania by the FERA.

In addition to the activities provided for in the original plans submitted to the Federal Relief Administration, approval has been secured for the establishment of emergency nursery schools. These centers, intended to give nursery school service to the children of unemployed and needy persons, will have a comprehensive program of child care, child guidance, health care, child feeding, and parental education. Each center will be staffed by trained teachers, nurses and parental education workers.

Where trained nursery school workers are not now available persons having training in related fields will be trained in emergency courses conducted in the universities of the State. Miss Emma Johnson, Director, Early Childhood Education, Temple University, is regional director of the nursery school project. Miss Mary Merritt, of the Oak Lane Country Day School, Temple University, and Miss Marie Allen, Faulk School, University of Pittsburgh, have been assigned temporarily to the Department of Public Instruction for service in the organization and supervision of Emergency Nursery Schools. Schools will be established in twenty-five communities in the State.

Through the National Council of Parent Education there has been assigned to the Department of Public Instruction the temporary services of two workers, to organize and develop parental education activities.

An effort is now being made to develop teacher training activities in connection with Emergency Education classes. A definite teacher training program is being set up in practically all counties. State Teachers Colleges, Departments of Education in the universities and the liberal arts colleges and volunteer services are being utilized in connection with this program. In a number of centers the leaders have organized a professional program for the appraisal and improvement of this work.

Some of the most recent classes to be organized include parent education classes, home economics, home decoration, arts and craft classes, workers' education, classes in home hygiene, dramatics and little theatre groups, art appreciation, psychology and human relationships, beauty culture, agriculture, woodworking, pottery making, music, college extension centers for college work, interior decorating, commercial law, parliamentary procedure, physical education for working girls, study of economics and national, state, and local government.

It now will be possible to extend the work to a limited number of persons in isolated communities by way of correspondence courses. All vocational courses carried on under this program must be with unemployed adults. Information concerning the possible offerings may be had by addressing the Department of Public Instruction.

## ONE HUNDRED MILLION DOLLARS!

New York State has an equalization fund of approximately \$100,000,000. This sum is annually appropriated by the state from the General Revenue Fund for distribution to the local school districts for the maintenance of their schools.

All of this \$100,000,000 fund is derived from taxes other than that levied on property. These taxes include an income tax, one on stock transfers, a gasoline tax, and a number of other taxes levied by the state. There is, however, no state property tax.

This State Equalization Fund offers substantial help to the poorer communities and also eases the burden on property owners in all communities, including those located in the richer sections. It lightens the tax burden resting on the owners of property in New York State to the extent of \$100,000,000 a year. In other words, in order to support

the school program maintained in New York State this year, the property owners of New York State would be paying \$100,000,000 more than they are now paying if the State Equalization Fund were not in effect.

The State Equalization Fund makes it possible for every local school district in New York State to finance a state foundation program of education without levying more than a reasonable local tax. In short, the State of New York has actually put into practice the principles proposed by the National Conference on the Financing of Education. The New York State School Equalization Fund is undoubtedly one of the important factors which has permitted the maintenance of reasonable stability in educational support in the State of New York during the present crisis and which has protected the educational system and the school children of this state from the worst effects of the depression.

## CWA Survey of Adult Education Activities Started

Eric H. Biddle, State Civil Works Administrator, has approved project S0944, developed for the purpose of surveying all educational and recreational activities in the Commonwealth carried on for adults. The purpose of this survey is to obtain accurate information concerning the types of activities now being conducted, the number of people profiting from these activities, and the effectiveness of the program in meeting the educational and recreational needs of the people of the various counties.

The survey will be conducted on the basis of State Teachers College service areas. Supervision of the work in each area will be under the direction of the president of the State Teachers College of that area and there will be appointed in each county in the State supervisors and interviewers to carry on the detailed work. The cooperation and help of county and district superintendents and educational and recreational groups has been enlisted.

The project will provide work for approximately 300 unemployed teachers, research experts, statisticians and stenographers. Personnel will be assigned to each State Teachers College and each county to carry out the project.

Adult educational activities are becoming increasingly important as a fundamental part of the programs of local communities, counties and the State. This survey will disclose, for the first time, those activities that are now available and will provide valuable information for the further development of a program for both governmental and volunteer organizations.

The survey will be conducted under the general supervision of A. W. Castle, Chief, Extension Education, Department of Public Instruction. Coordination of the work with the State Teachers Colleges will be under the supervision of Henry Klonower, Director, Teacher Division.

## LAST LOG SCHOOL HOUSE BURNS

What is believed to be the last remaining log schoolhouse in Pennsylvania was burned to the ground just a few days before Christmas. It was known as the Swartz School, Monroe Township, Juniata County, located north of Thompsettown. It is estimated to have been built 50 to 75 years ago. Rebuilding is under way as a CWA project.

## Pay Tribute to Pennsylvania's First School Teacher

After 250 years, fitting tribute has been paid Pennsylvania's first school teacher. On December 26, 1683, Enoch Flower was granted by the Provincial Council of Pennsylvania, under the direction of William Penn, the first teacher's certificate ever issued in the State, according to old records. On Thursday evening, December 28, the anniversary was commemorated by the Schoolmen's Club of Philadelphia as a feature of the annual convention of the Pennsylvania State Education Association in that city. The club presented a tablet received by Superintendent James N. Rule who also is chairman of the Pennsylvania Historical Commission.

The tablet is to be erected on the site of the Philadelphia home of the State's first schoolmaster. It bears the following inscription: "Site of the home of Enoch Flower, 1635-1684, the first schoolmaster appointed by William Penn and the Provincial Council, December 26, 1683. Marked by the Pennsylvania Historical Commission and the Schoolmen's Club of Philadelphia, 1933."

Presentation of the tablet followed a pageant picturing "Dramatic Episodes in the Development of Our Public Schools," by junior high school pupils of Philadelphia, under auspices of the Philadelphia Teachers' Association. This was the first of a series of observances of the 100th anniversary year of the signing of the free public school act in 1834, in which school boys and girls will participate in all parts of the State during spring months and Pennsylvania Education Week, April 1 to 7.

## MINING CLASSES GROW

Classes in mining instruction for more than 2,000 adults are under way in forty-five districts of the State. These classes have had a continual growth since 1923. The instruction material is organized to upgrade men on the job and then to develop them for better positions. In the past six years these classes have grown from seven to ten in the anthracite districts and from two to twenty-nine in the bituminous districts; enrollments have increased from 208 to 1548 and from 134 to 839, respectively. The work is conducted cooperatively with the School of Mineral Industries of the Pennsylvania State College.



## STATE FARM SHOW

Activities of the Department of Public Instruction at the annual State Farm Products Show in Harrisburg, January 15 to 19, included supervision of the various activities of the vocational schools and a department exhibit featured by commemoration of the one hundredth anniversary of the signing of the Free School Act.

Approximately 3500 vocational school boys and girls attended the Farm Show and participated in the various events scheduled for them, or entered individual exhibits in the vocational school classes. The agriculture and home economics window exhibits this year were unusually interesting. Various winners will be announced in the next issue of this publication. Twenty-four boys received the degree of Keystone Farmer at the annual meeting of the Future Farmers of America, held during show week. Upwards of 300 medals and honorable mention awards were given to vocational pupils for their outstanding ability in home projects.

Thirty-three school teams participated in the demonstrations which were staged during the first three days of the Farm Show. The vocational night program was one of the best ever given at one of these annual events.

The Department exhibit showed schools of one hundred years ago compared with those of today. A most attractive display prepared by pupils of the Reading public schools under the direction of Lehn Kreider showed on one side the old one-room school house, poor roads and other inconveniences of early public school days, and on the other side a modern consolidated school and its conveniences. In the background was a series of pictures of early school buildings in Pennsylvania.

Vocational pupils from Lower Paxton and Lemoyne Districts in Dauphin and Cumberland counties operated a general shop applicable to rural schools and demonstrated woodworking, drawing, electrical wiring, art metal moulding, and wrought iron work. Pupil displays were shown from Norristown, Sunbury and Hazleton schools.

The special education exhibit included a demonstration in textile work and showed various articles made by pupils enrolled in special education classes in various parts of the State. This exhibit always proves to be very attractive. Last year hundreds of requests from rural people for library extension service came as a result of the special exhibit by the extension division of the State Library which was repeated this year.

### OBSERVE ANNIVERSARY

On January 17th the Pennsylvania College for Women celebrated the 100th Anniversary of free public education in Pennsylvania. Professor James S. Kinder outlined incidents leading to the passage of the education act of 1834, and stressed the various ways in which the College has cooperated with the State in the development of its school system. Professor Luella P. Meloy described the history of the College. From January 17 to 31 there is to be an exhibit of school materials, books, and furniture featuring a century of educational progress. A class in Elementary Education will supply the exhibit with models of school buildings and furniture used in 1834.

Pennsylvania high school enrollments in 1928 represented about eighteen percent of the total school population. By 1932 it jumped to twenty-five percent, meaning that one in every four pupils was in a high school in 1933.

## School Law

**Q.—Is it necessary for school teachers, in order to operate motion picture machines as a part of their instructional program, to pay a fee and obtain an operator's license from the Department of Labor and Industry in accordance with Act 220, approved May 24, 1933?**

**A.**—The Department of Justice in rendering an interpretive opinion on December 6, 1933, summarized its findings as follows:

"Accordingly, you are advised that school teachers using a small portable safety type of projection machine with a safety film as part of their regular method of instruction are not subject to licensing by the Department of Labor and Industry and consequently do not have to pay fees for such purposes."

**Q.—What are the constitutional powers of municipalities in Pennsylvania to take advantage of certain provisions of Section 203 (a) of the Act of Congress known as the National Industrial Recovery Act?**

**A.**—The Department of Justice in an exhaustive opinion to the Secretary of the Department of Forests and Waters states the case as follows:

"As we understand the procedure that would be followed under that clause, the Federal government would undertake the construction of a public building or some other public work, and in doing so would acquire title to the completed project. The government would then lease the project to the municipal subdivision in which it is located, giving to the municipality an option to purchase at the end of a specified time. The rental provided under such a lease would be sufficient in amount to liquidate the cost of the project, or at least, the amount expended on it by the United States. Our discussion will be based upon the assumption that such a transaction is contemplated."

The Department concludes: "A lease in which the rentals are sufficiently large to liquidate the capital cost of the subject matter of the lease is essentially a contract of purchase, if the lessee at the termination of the lease, may obtain title to the property with or without payment of a nominal consideration. Likewise, if the amounts to be paid under the lease are sufficient to pay a capital amount owing from the lessee to the lessor, the substance of the transaction is the same. It is not in reality a lease, but the payment of a debt by the lessee, the lessor in the meantime holding title to the property as security."

"In our opinion the making of a contract between the municipal subdivision and the United States whereby a public works project was to be constructed by the United States and held by it under such a lease agreement would be the incurring of indebtedness by the municipality. If the amount of such indebtedness carried the total debt of the municipality beyond the constitutional limits, the transaction would be void. Under Article IX, Section 8 of the Constitution, such municipal indebtedness is limited to two per cent of the assessed valuation where the consent of the voters has not been obtained, and to seven per cent of the valuation on electoral loans."

**Q.—If teachers of a district go on strike and schools are not conducted according to law for the full term what will be the effect on State appropriations to that district?**

**A.**—If the law prescribing the minimum term for a school district is not complied with the district will suffer a loss in its State appropriation.

## HIGHER EDUCATION

ENROLLMENT of full-time students in American universities and colleges for the year 1933-35 is only five per cent below that of last year, according to the annual survey by Dr. Raymond Walters for *School and Society*. As of November 1, 1933, there were 607,241 full-time students enrolled in 104 universities, 338 colleges, and 104 technical institutions, representing all but a very few of the approved institutions.

The education enrollment in sixty-five public and private institutions is 28,970 this year compared to 32,884 in 1932, a decrease of 3914.

It is to be noted that Pennsylvania and New York have nine of the twenty-five largest universities in the United States. Four of these are in Pennsylvania where the University of Pennsylvania ranks tenth in size; University of Pittsburgh, fourteenth; Temple University, twentieth; and Penn State, twenty-fifth.

SWARTHMORE—The Economics Department of Swarthmore College and the Cooper Foundation of the college have been sponsoring a series of lectures on the different aspects of the National Recovery Administration.

LEHIGH—The keynote of the second annual "Open House" next spring will be the one hundredth anniversary of the signing of the Pennsylvania Free School Act. Several department exhibits and features will be based on this centennial observation.

PENN STATE—Seventeen CWA projects have been authorized for improvements on the campus. Most of these are for grading operations or road and walk building. Under a ruling from Washington some needy students were accepted for employment on these projects.

PHILADELPHIA COLLEGE OF PHARMACY AND SCIENCE—Competitive examinations will be held in February and June for seven scholarships to be awarded to high school graduates in the Philadelphia metropolitan area. The scholarships provide tuition and fees for the first year in college.

CEDAR CREST—The "Play Day" plan of sports for all is being advocated and encouraged in high schools and colleges of Pennsylvania. Dual play days have been held with the Moravian College for Women on the plan that there be sports of all kinds so that even the least vigorous of the undergraduates may have opportunity for needed exercise.

SETON HILL COLLEGE—Library equipment being materially expanded during the current semester. New quarters are in preparation.

### VOCATIONAL PUPILS MAKE GOOD

Five Pennsylvania vocational agriculture pupils made a very creditable showing for the State at the Eighth National Congress of Vocational Agricultural Students held in Kansas City in conjunction with the American Royal Livestock Show. The State judging team ranked third in all classes and all breeds and each of the three Pennsylvania boys on the team was among the fifteen highest of the ninety-nine boys participating.

The 833 pupils of Trinity High School, N. Franklin Township, Washington County, travel a total of more than 6,700 miles each day to attend school, a sufficient distance to carry one of them from Maine to California and back.